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ABSTRACT

This study examined teachers' attraction to school council service and factors that impacted that attraction. Participants were randomly selected public school teachers enrolled in graduate education courses at three Kentucky state universities. They performed three tasks. First, they completed a biographical form that yielded descriptive statistics and measures of seven teacher personal characteristics. Next, they read one of four content-validated versions of a formal job description for a teacher vacancy on the local school council. Each version emphasized one of two validated sets of school council job attributes (management or instructional leadership). Each of the four versions specified whether the principal was the council chair or a council member with a teacher serving as the chair. Finally, participants completed a two-item instrument that captured the degree of teacher attraction to the school council job depicted in the job description. Results indicated that teachers with greater numbers of dependent children and prior school council experience rated school council positions less favorably than did teachers with fewer dependent children and no experience on school councils. Results also revealed that the combined effects of dependent children and school council experience explained the 6.8 percent variance in teacher rating of a school council position. (Contains 56 references.) (SM)

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Teacher Service on School Councils: Are Teachers Attracted to the Accountability of School-Based Decision Making?

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Abstract

Randomly selected teachers rated validated job descriptions for school council vacancies. Teachers with greater numbers of dependent children and prior school council experience rated school council positions less favorably than did teachers with fewer dependent children and no experience on school councils. Regression analysis revealed that the combined effects of dependent children and school council experience explained 6.8 percent of the variance in teacher rating of a school council position.

Teacher Service on School Councils: Are Teachers Attracted to the Accountability of School-Based Decision Making?

Devolution of governance to the school level represents an important change for teachers. In studying school change, Fullan (1991) continually asks: How do teachers perceive policy mandates and what are the problems teachers encounter in implementing these mandates? Teachers as the practitioners responsible for implementing policies in classrooms and schools usually have different perceptions and needs than do policy makers and researchers. The study reported in this manuscript addresses teacher perceptions of school council service in the Commonwealth of Kentucky. Are teachers attracted to the job of serving on councils? If so, schools are moving in the right direction in terms of creating instructional capacity to revitalize classrooms for students (cf. Spillane & Thompson, 1997). If not, educators had better make well-crafted policy changes quickly to prevent a massive teacher burnout.

We first conceptualize the hypothesized policy linkage between decentralizing the governance of schooling and teacher empowerment. We then provide the theoretical framework for job attraction and connect these concepts to teacher school council service. After reporting our findings, we suggest that state education agencies in Kentucky and in other states might implement enabling policies to create better workplace conditions under which council service might become more

efficacious for teachers.

School Decentralization and Teacher Empowerment

School decentralization and teacher empowerment conceptually are fused in redesigning schooling with substantive departures from conventional practices (Newmann & Wehlage, 1995). Decentralization revitalizes the central office-school site relationship, whereby authority devolves to where decisions can be made closest to students by those who know them best: teachers and parents (Murphy, 1991). Rather than passing down mandates hierarchically, central office administrators facilitate by helping schools achieve mutually negotiated objectives (cf. Louis & Miles, 1990). Decentralization of decision making to the school level is public education's response to site-based management used by the private sector to promote customer satisfaction (cf. Peters & Waterman, 1982) and by governmental agencies to improve efficiency (Osborne & Gaebler, 1992).

Teacher empowerment is a process whereby school participants develop the competencies to take charge of their own growth and resolve their own problems (Short & Greer, 1997, p. 134). Empowered teachers transform the traditional norms of teacher classroom isolation, cordiality, and privacy (Lortie, 1975) into those of collaborative activity, shared responsibility for learning, and independent work configurations (Ferrara, 1999). Empowered teachers leverage their decision-making power to improve a school's instructional

capacity (Spillane & Thompson, 1997) to succeed with all learners.

How teachers relate on a daily basis with each other may determine how teachers and students will relate in classrooms. Seeley (1981) and Sizer (1992) were among the first reformers to observe that school reform ultimately means changing how principals, teachers, students, and parents relate with each other. Teachers learning how to redesign their schools with colleagues are more likely to engage students in thoughtful inquiry. Berman and McLaughlin (1977) and Little (1982) both found that teachers engaged in innovative efforts and change in their classroom practices when they perceived that experimentation was encouraged and expected.

In connecting decentralization to teacher empowerment both in schools and classrooms, Marks and Louis (1997) conclude:

> Teacher empowerment is linked to achievement [of students] not directly but indirectly. In schools with high levels of teacher empowerment, the school is organized for instructional success through professional community and collective responsibility for student learning. The instructional organization exerts a strong influence on authentic pedagogy, with achievement higher in schools where authentic pedagogy, as determined by instruction and assessment practices, is present. (Cited by Ferrara, 1999, p. 7)

Decentralization emerges as the sine qua non for

empowerment. Principals and teachers first need school-based decision-making ▮ power▮ devolving to them through decentralization of authority within school systems. Only then can empowered teachers empower students. Short & Greer (1997, p. 129) observe: School participants capable of initiating and carrying out new ideas create a positive work environment that, in turn, leads to enhanced learning opportunities for students. Only by empowering teachers (and principals and parents) will schools achieve academic success with all students who can (a) understand mathematical concepts, (b) interpret serious literature, (c) write creatively about their ideas and experiences, and (d) converse thoughtfully about history and science (Cohen & Hill, 1998).

The Commonwealth of Kentucky's school-based decision making (SBDM) model provides an ideal laboratory for examining the practical effects of this policy linkage between decentralization and teacher empowerment. The 1990 Kentucky Education Reform Act mandated SBDM, which resulted in the creation of local school councils as the vehicle for school governance (David, 1994). The Kentucky SBDM model (Kentucky Revised Statutes § 160.345) specifies that school councils shall be composed of three teachers, two parents, and the school principal (or a multiple of this configuration).

Council members participate in administrative decision making in eight areas: curriculum, staff assignment, student assignment, scheduling, space utilization, planning and

resolution of instructional issues, discipline and classroom management, and extracurricular programs. Such wide-ranging authority provides Kentucky school councils with arguably the most extensive governance and policy-making authority in the United States. Teachers and parents assume council positions by making voluntary choices to pursue the position and by participating in local peer elections. The plurality of teachers on school councils provides the teacher corps with an influential and potentially decisive role in establishing policies related to school management and classroom instruction.

Whether teachers are attracted to school council service directly affects on how they relate to their peers, and indirectly affects how they relate to their students. Teachers who regard council service positively are more likely to help set collegial norms with their peers and to increase school instructional capacity. Teachers who regard school council service negatively may not contribute to fusing decentralization with teacher empowerment and professionalism, thereby increasing the probability this reform cycle may fail.

The school reform literature is devoid of empirical studies about whether or not teachers are attracted to school council service. Given that legislators and policy makers view SBDM as critical to school revitalization (David, 1994), this gap in the literature is unfortunate. Legislators in Kentucky mandated teacher membership on councils without knowing if

teachers are willing, or even able, to assume the roles of policy maker and school leader. The purpose of this study was to examine factors that may influence the attraction of teachers to school councils.

Theoretical Frame for Teacher Attraction to School Councils

Although there is scant knowledge about factors that impact teacher attraction to school council service, researchers in the private- and education-sectors have addressed individual attraction to traditional and non-traditional work roles. The private-sector research in particular offers theoretical frameworks useful for guiding empirical research about teacher attraction to jobs and organization roles. One such framework is the Rynes and Barber (1990) job attraction model. These researchers postulate that personal characteristics of the individual pursuing a position, job attributes, and organization characteristics are among the most salient influencers of individual attraction to position vacancies. Our research addressed this proposition by assessing the effects of personal characteristics, job attributes, and organization characteristics on teacher attraction to positions on local school councils.

Although teacher attraction to positions on school councils has yet to be investigated empirically, there are empirical studies about teacher attraction to the traditional role of classroom instructor (Winter, 1997). These studies informed the present research relative to: (a) factors that

influence teacher job attraction, (b) media used to operationalize announcements about teacher job vacancies, and (c) methods used to collect and analyze data about teacher job attraction.

Studies by Winter (1996a, 1996b) and by Young, Rinehart, and Heneman (1993) are recent empirical studies addressing factors that influence teacher job attraction. In one study examining the reactions of experienced female teachers to formal position announcements, teachers varied in their attraction to the job according to both the tone of the announcement and the stimulus used to encourage teachers to pursue the job (Winter, 1996b). Teachers rated a teaching vacancy most favorably when the position announcement had a personal rather than an impersonal tone. Also, a personal call from the school organization, rather than a mailed information packet or no inducement to apply for the job, resulted in greater likelihood that teachers would pursue the teaching vacancy. In a similar study Young, Rinehart, and Heneman (1993) detected two significant main effects. First, job applicants for teaching positions reacted more favorably to teaching positions described with intrinsic or work context job attributes than they did to jobs described with economic job attributes. Second, experienced applicants rated the teaching vacancies more favorably than did inexperienced applicants across all levels of job attributes. The above studies provide evidence that teacher reactions to jobs are influenced by

organization characteristics, job attributes, and personal characteristics.

With respect to the media used to operationalize teacher job vacancies, researchers have used a wide variety of externally valid media. These media have included formal position advertisements (Winter, 1996a), recruitment videos (Young, et al., 1993; Young, Rinehart, & Place, 1989), formal job descriptions (Rynes & Lawler, 1983), and recruitment brochures (Winter & Dunaway, 1997). The medium selected to operationalize the school council jobs in this study was the formal job description.

Relative to methods used to collect and analyze data, two methods used by researchers to address teacher job attraction have gained wide acceptance. The first method is the correlation design, whereby the independent variables are cast as predictors in a multiple regression analysis with teacher ratings of the job or work role serving as the criterion variable (e.g., Young & Heneman, 1986). The second method is the experimental design, usually involving factorial analysis of variance. With the experimental approach (e.g., Winter, 1996a; Winter, 1996b; Winter, 1997; Young, et al., 1989; Young, et al., 1993), factors posited as influencing teacher attraction to a job vacancy are cast as independent variables of interest with teacher job ratings serving as the dependent variable.

Methods

This research involved a blend of the correlation and experimental approaches described above. Randomly selected teachers role-played individuals considering a school council job and reacted to content-validated descriptions for a vacancy on the local school council. Personal characteristics of the participating teachers, job attributes, and organization factors associated with school councils served as the study focus. The data analysis procedure was hierarchical multiple regression (Cohen & Cohen, 1983, p. 120).

Variable entry into the regression equation proceeded according to a pre-specified order based on the logical order in which the variable becomes associated with a teacher. Teacher personal characteristics (age, gender, race) entered the equation first. Personal characteristics acquired through family and professional experience (number of dependent children, years of teaching experience, level of school assignment, experience as a school council member) entered the equation second. Organization factors (role of the principal on the council [chair, member]) and council job attributes (management, instructional leadership) associated with school councils entered the equation third. Dummy coding provided metric representation for nominal variables such as gender (1 = male, 2 = female) and council experience (0 = no, 1 = yes). The dependent variable for this investigation was a two-item

composite score for teacher rating of a school council position.

Participants

The population for this study was all certified public school teachers enrolled in graduate education courses at three major state universities in Kentucky. The study participants were experienced teachers (N = 318) who role-played teachers evaluating a teacher vacancy on the local school council. The role-playing exercise was externally valid because over 93% of the schools in Kentucky had councils (Lindle, 1996) at the time data were collected for this research. The participants represented a broad cross-section of teachers in Kentucky in terms of such personal characteristics as age, gender, level of school assignment, and teaching experience. Descriptive data for the study participants appear in Table 1.

Insert Table 1 about here

Sampling Procedure

The teachers participating in the study were selected at random and assigned at random to treatment conditions varied across three factors: level of teacher job assignment (elementary school, middle school level, high school), council job attributes (management, instructional leadership), and role

of the principal on the council (chair, member with a teacher serving as chair).

The number of participants was determined by a power analysis conducted according to procedures explicated by Cohen and Cohen (1983, pp. 116-118). The purpose of the power analysis was to minimize the probability of committing a Type II error; that is, failing to detect significance when significance exists (Cohen, 1988). The parameters for the power analysis were: (a) a minimum power level (power = .80); (b) a specified alpha level (alpha = .05); and (c) an estimated effect size (R-squared = .05). The above procedures rendered a minimum required sample size (N = 318).

Data Collection

The study participants performed three tasks. First, participants completed a biographical data form that yielded information required for descriptive statistics and for measures of the seven teacher personal characteristics serving as independent variables. Second, the participants read one of four content-validated versions of a formal job description for a teacher vacancy on the local school council. Each version of the job description emphasized one of two validated sets of school council job attributes: management job attributes or instructional leadership job attributes. Also, each of the four versions of the position description specified whether the principal was the council chair or a council member with a teacher serving as chair. As the third research task the

participants completed a two-item instrument that captured the degree of teacher attraction to the school council job depicted in the job description.

Independent Variables

The nine independent variables examined in this study included these seven personal characteristics of the teachers: age, gender, race, number of dependent children, years of teaching experience, level of school assignment (elementary, middle school, high school), and experience as a school council member (yes, no). Two other independent variables were experimentally manipulated factors related to characteristics of the school organization and job attributes associated with school council service. The organization characteristic was the role of the principal (chair, member only with a teacher serving as chair). The job attributes factor consisted of school council job attributes (management, instructional leadership) emphasized in the school council job descriptions.

Examining the contrast of the principal as the council chair versus a teacher serving as the council chair was selected as a focal organizational characteristic in this study because some researchers (e.g., Malen & Ogawa, 1988) have found that teacher willingness to participate in decision making is impacted negatively by teacher reluctance to challenge the authority of the principal as the administrator and decision maker. (See Cuban [1988] for principal's traditional managerial authority.) Casting the principal as either the chair or as a

member with a teacher serving as chair was an a valid procedure. School council regulations in Kentucky permit the principal either to serve as the council chair or to request a waiver from the Kentucky Department of Education for another council member, usually a teacher, to serve as the council chair.

Investigating managerial versus instructional leadership job attributes was a study focus because researchers (e.g., Johnson, 1990; Schneider, 1984) have found that teacher participation in administrative decision making represents a challenge to implicit agreements between principals and teachers to stay within the boundaries of their tradition roles as, respectively, school administrator and classroom instructor. Developing the management and instructional leadership job attributes proceeded according to content validation procedures explicated by Anastasi (1976) and used in previous teacher job attraction investigations (Winter, 1996a; Winter, 1996b; Winter & Dunaway, 1997; Young, et al., 1989; Young, et al., 1993).

The validation process consisted of six steps. The first step was a literature review (e.g., Bossert, Dwyer, Rowan, & Lee, 1982; Cuban, 1988; Greenfield, 1995; Hallinger & Heck, 1996; Murphy, 1992) conducted to generate a preliminary list of management and instructional leadership job attributes. The second step was to identify management and instructional job attributes specified by the Kentucky Education Reform Act

legislation as job duties accorded to school councils. In the third step a panel of six experts Q-sorted the job attributes into management and instructional leadership content domains.

As the fourth validation step, a pilot group of 24 teachers rated the job attributes. The fifth step was to array the rated job attributes by content domain (management, instructional leadership) in rank order according to mean score, and by job attribute pairs (the highest rated management attribute paired with the highest rated instructional leadership attribute and so forth). The last validation step was to select attribute pairs (management-instruction) equivalent in mean score and standard deviation to serve as the basis for writing council job descriptions reflecting either management or instructional leadership job attributes.

The job descriptions had three paragraphs. The first paragraph (held constant across the four versions of the position description) contained such general information as: "a teacher school council position is available." The second paragraph described job duties for a teacher position on the local school council using either managerial or instructional job attributes. The job duties paragraph manipulated the job attributes variable (management, instructional leadership) based on the job attributes derived from the content validation procedures described above. A third paragraph indicated that the principal served either as the council chair or member with a teacher serving as chair. Manipulation checks conducted with

a pilot group (N = 18) confirmed study participants perceived the job attributes and principal role descriptions as intended.

Dependent Variable

The dependent variable was teacher rating of a school council position, measured by an additive composite score composed of two items with five-point, Likert-type scales (5 being most favorable): (a) "How likely would you be to pursue the job of school council member described?" and (b) "How likely would you be to run for the job of school council member if nominated by other teachers?" The items forming the composite score were modified versions of items used in previous research about teacher job attraction (Winter, 1996a; Winter, 1996b; Young et al., 1989; Young et al., 1993). The computed internal consistency for the two-item composite score, as measured by coefficient alpha, was .88 (a reliability coefficient well above the minimum recommended by Nunnally and Bernstein [1994] for use of a composite score in statistical analysis).

Study Limitations

Two factors may have influenced the generalizability of our study. Our teacher participants reacted to job descriptions for positions on a school council as a simulation. Teachers pursuing council positions under actual conditions might have reacted to the job descriptions differently than did the participants in this study. Second, our teacher participants were from Kentucky, a state with reform legislation specific to

school councils. Teachers from other states operating under council mandates different from those in Kentucky might have reacted differently than did the participants in this study.

Results

The results of the multiple regression provided an assessment of teacher attraction to council service (see Table 2). Holding all other variables in the equation constant,

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Insert Table 2 about here

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the number of dependent children had a significant negative impact on teacher ratings ($p < .01$), with teacher attraction to the job decreasing as the number of dependent children increased. Experience in having served on a school council also had a significant negative impact on teacher ratings ($p < .01$). Teachers who had served on school councils rated the job less favorably than did teachers who had never served on councils. As indicated by the computed R-squared (see Table 2), the two significant factors explained 6.8 percent of the variance in teacher rating of a school council position.

Discussion

How teachers react to council service is important because many school reform packages in both Canada and the United States (Wohlstetter, Smyer, & Mohrman 1994) mandate teacher

participation in site-based decision making. Empowered staffs, the reasoning goes, are more likely to form professional communities to maximize academic opportunity for all students. In our research job attraction theory grounded a study of school councils in Kentucky, the state with perhaps the most comprehensive reform package.

The finding that teachers with larger numbers of dependent children were less attracted to school council service than were teachers with fewer dependent children is salient because family commitments is one of several contextual factors largely ignored by policymakers. Reformers and legislators, however, cannot ignore the practical realities of the everyday life of the teacher. Women currently represent 74% of the teacher corps (National Center for Education Statistics, 1998), and many teachers are juggling career and family responsibilities. The additional role of school policy maker translates into an immense add-on to the already-considerable workload of school teachers. Other researchers have commented about the trade-off between council service and teacher work life. Van Meter (1994) found that teacher turnover on Kentucky school councils was high because, at the same time teacher service on school councils was mandated, teachers assumed responsibility for implementing the many other programmatic features of the Kentucky Education Reform Act (e.g., ungraded primary program, Family Resource Center, accountability measures).

That teachers with experience on school councils regarded the job more negatively than teachers who had never served on a council is a cause for concern. Rinehart, Short, and Johnson (1994) found there was little evidence that Kentucky teachers perceived themselves as more empowered as a result of SBDM. In our study teachers rating school council service as "less attractive" after they have served are unlikely to perceive themselves as empowered. Both these findings negate the assumed connection between SBDM and creating organization conditions conducive to school renewal made by school reformers such as Wohlstetter et al., (1994):

> [E]ffective SBDM results when districts and schools establish organizational conditions that foster involvement, and these conditions provide the context necessary for promoting organizational learning and integrating processes. In turn, these learning and integrating processes enable participants to generate, implement, and become effective at applying new approaches to curriculum and instruction. (p. vi)

Our finding, and that of Rinehart et al. (1994) are consistent, however, with what researchers have learned over the last 25 years about school change. The prevalent, seemingly intractable teacher workplace norms of privacy, autonomy, and equality identified by Lortie (1975) are antithetical to the role of teacher as school decision maker. Teachers are socialized to respect peer individual autonomy. Creating

teacher leaders with managerial responsibilities implies that some colleagues are higher than others in professional status. In our study, council service unintentionally may have cast teachers in a role perceived by their peers as counter to prevailing norms: Teachers are classroom experts and not managers. (See Hart [1990] and Smylie & Denny [1990] for this dilemma.)

It is one thing for a school council to implement a policy of block scheduling with built-in time for teacher counseling with homeroom students. It is quite another, however, for the very teachers who helped formulate the policy to then revert to the teacher role and actually implement these changes. An observation by a teacher-participant in Smylie and Denny's (1990) study about lead teachers stepping outside of their classroom role is illustrative: ". . .I don't want to be different from other teachers" (p. 254).

Implications and Recommendations

This study does not paint council service as a yellow-brick road to teacher empowerment, which once again bumps up against the harsh realities of teacher work life. If we are not accumulating evidence that school councils empower teachers (e.g., by setting collaborative norms within the teacher corps), then we might speculate that council service is detrimental to the ultimate goal: teachers achieving success with all learners. Council service involves a new role and work duties that fall within the policymaking and administrative

arenas, roles for which many teachers (a) have no formal training and little or no professional experience, and (b) may have little inclination to accept. In the haste to implement the 1990 reform package, Kentucky legislators paid too little attention to teacher work life in two regards. First, teachers have lives outside of school and they now are overwhelmed with policy demands ranging from serving on school councils to participating in school planning to performing student assessment. Second, when not playing the role of school policymaker, teacher leaders have to survive along with their teacher peers in the trenches.

Findings from this study imply that legislators and other reformers did not heed the advice of astute school observers like Waller, who in 1932 concluded that education reform needed to start with teacher commonsense and insight. Almost 60 years later Fullan (1991) reiterated that the teacher perspective (e.g., teacher readiness and resources for change) was not being heeded. The truth of the matter is that we have not treated teachers well in the US reform cycles. Since World War II our reform policy has been regulatory and prescriptive (Kirst & Jung, 1986) and not sensitive to the work context of teachers.

There is no evidence in the school reform literature that teachers are willing to assume an additional workload, such as that imposed by school council service, without job restructuring or work incentives. Wohlstetter, et al. (1994, p.

283) question "whether the massive changes implied by school reform can be accomplished without incentives." (See Conley and Levinson [1992] for job work redesign.) That teachers who have served on school councils regard the job more negatively than do teachers who have not served on councils underscores the disjunction between policy formation and implementation.

Empowering teachers to be vital, influential school leaders is a difficult task. In examining field studies about schools going through "restructuring," Keedy and Achilles (1997) speculated that schools might be confusing structural thinking (adopting and implementing organization structures like SBDM, cooperative learning groups, teacher-student advisories) with normative thinking (reconceptualizing how norms characterizing ideal relationships among teachers, principals, and students can be supported and developed <u>through</u> organization structures). The school council is a means to an end (empowering teachers, parents, and students) not an end in itself. Teachers serving on school councils, however, may be burning out already.

The above observation leads us to the crucial reform dimension of enabling policies (cf. Elmore, 1995). Policy makers not only should provide teachers with incentive packages but also with intellectual workplace learning conditions, because teachers now must learn more subject matter and improve their skills. According to Spillane and Thompson (1997), teachers also must unlearn much of their practical pedagogical

knowledge, such as assumptions about the classroom conditions for student learning. This "reconstructive learning" requires sustained, honest, and substantive interaction about new ideas with people who understand these new ideas for effective instruction at least a little better than most teachers. (Also see David [1994, p. 4] for capacity building.)

The question remains: Where have Kentucky legislators provided for these enabling policies relative to school councils? Teachers serving on school councils should either be paid for their time or have eleven-month contracts. They need to be trained in problem solving, conflict resolution, and data analysis. Lindle (1996) suggested that technical assistance be delivered on an as-needed, issue-related basis rather than via single-presentation, topic-based six hour training sessions. (Also see David [1993] on the need for long-term training.) Training also might occur during council service so that consultants can facilitate the change from classroom teacher to decision maker. Teachers might serve three-year terms so they have time to learn how to excel at shared decision making.

Our findings do not dispute the assumption that teacher empowerment through shared governance will result in improved instruction and student learning (cf. Smylie, 1992). Researchers, however, have yet to establish an empirically based linkage between shared governance and teacher empowerment. Our findings suggest family commitments such as dependent children and service on school councils attenuate

teacher attraction to council service. These findings make sense because council service adds duties to the teacher workload and casts teachers in the non-traditional role of policymaker.

Additional research is needed about factors that increase teacher attraction to school councils. Under what conditions are teachers attracted to school councils? How do our most proficient principals help create school conditions conducive to developing teacher leaders? Should school boards provide incentive packages for teachers to serve on school councils? On-going research is vital to addressing the concerns brought up both by this study and by researchers like Wohlstetter et al. (1994), David (1994) and Lindle (1996). If teacher willingness to serve on school councils is essential both to teacher empowerment and to improving curriculum and instruction, then we hope that future studies can discover the factors and working conditions that make school council service attractive to teachers.

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Table 1

Descriptive Statistics for Study Participants

Variable	Mean	Median	SD	Range
Age	34.1	32.0	7.6	24-56
Gender	(a)	(a)	(a)	(a)
Race	(b)	(b)	(b)	(b)
# Dependent Children	1.0	1.0	1.1	0-4
Teaching Exper. (Years)	5.3	4.0	4.3	1-25
School Level Assignment	(c)	(c)	(c)	(c)
Teacher Rating Dep. Var.	5.6	5.0	2.3	2-10

(a) Female (n = 252), Male (n = 66)

(b) White (n = 296), Minority (n = 22)

(c) Elementary (n = 149), Middle School (n = 89), High School (n = 80)

N = 318

Table 2

Hierarchical Multiple Regression of Teacher Job Rating on the Predictor Variables

Predictor Variables	Beta Coefficient	t Value
Age	-.003	-.039
Gender	.039	.671
Race	.051	.922
Dep. Children	-.152	-2.519*
School Level	-.071	-1.181
Teaching Exper.	-.006	-.098
Council Member	-.153	-2.686*
Job Attributes	077	1.388
Council Role	-.016	-.282

R-Square = .068 [F (9, 308) = 2.497, p < .01]

N = 318

* p < .01